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that both the author is to be congratulated on so serious and methodical an attempt, and the university which has conferred the degree of doctor of philosophy upon the writer and borne the expense of publishing this thesis.

The little volume consists of four studies. The first deals with the criticism of Dryden, its sources and its character, and the establishment of classicism in England. Part two is called the "Evolution out of Classicism," discussing the continued influence of France on England, the renewed interest in Greek art and learning, and the growth of the romantic spirit which took the place of classicism. In the third study Miss Wylie discusses the "German Sources of Coleridge's Criticism," or better, German criticism itself as exemplified by Lessing, Winkelmann, Herder, Goethe, and Schiller. The last study is devoted to Coleridge himself, to the early influence of Bowles and Wordsworth, the later influence of German philosophy, and to Coleridge's application of his principles.

The chapters are closely written and the thesis will require more than a single reading for its full appreciation. This is owing, not to any lack of clearness in style, but to the number and extent of the writings upon which the numerous generalizations of the author are based. If there is any criticism to be made on this able monograph, it is that the conclusions might well have been summarized in a short concluding chapter. This is not, however, so much criticism as a wish to which the reviewer feels like giving expression.

Oliver Farrar Emerson

Cornell University

English Grammar. By ROBERT C. METCALF, Supervisor of Schools, Boston, Mass., and THOMAS METCALF, Illinois State Normal University. American Book Company.

Among the many texts on the science of the English language, recently published, the Metcalf Grammar is bound to take a prominent place. It is constructed upon the inductive principle, but is not so extremely inductive as to be tiresome. The child is allowed the satisfaction of discovery, but is led to it with very careful guidance. The authors realize that there are some principles that must be enunciated, and act accordingly.

The gradation of principles is unique and excellent. The pupil is introduced at first only to the simplest facts concern-

ing the parts of speech, the treatment of difficulties being postponed until familiarity with the subject has made their comprehension possible. Strict classification is sacrificed to the more important matter of careful gradation.

The book is divided into three parts. The first undertakes to lead the pupil to understand the principal construction of sentences and study the uses of words as parts of speech. In the second part, the student's attention is called to the extent and use of inflection, while the third part treats mostly of analysis, and contains many carefully selected sentences, illustrating almost every peculiarity of construction.

The work is eminently practical and will be found helpful wherever used.

E. W. Smith

Colgate Academy

Herbart and the Herbartians. By CHARLES DEGARMO, N. Y. Chas. Scribner's Sons. \$1.00.

This, the latest volume in the Great Educators series, is the one that has greatest immediate interest. It treats of questions that not only are burning, but are getting hotter and hotter all the time. Outside an inner circle of Herbartians, and a very small and select inner circle, too, not much has been known in this country about Herbart, and, to tell all the truth, few have cared to know, until recently. But the members of this little circle of the elect have been persistent and even obstreperous; they have urged their views in season and out of season; certain that they had the truth in their possession, they have laughed at criticism and been laughed at with equanimity. Now those who came to scorn are remaining to pray.

Few have the time or inclination to go into the extensive German literature on Herbart for themselves. For the many who cannot do this, and who yet wish to know something of this new and vigorous school, President DeGarmo's work is simply indispensable. There is nothing to take its place. The standpoint is that of a hearty partisan—the author is never slow in letting it be known which side of any question is his side. The work is divided into three parts. Part first contains a brief outline of Herbart's life, with an outline of those features of his psychology and philosophy that have a pedagogical bearing. This latter is as clear and simple as well can be, but after all does not amount to predigested food. The